

Studying of russian folk tales in the context of intercultural dialogue at schools with (non-Russian) language learning

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Abstract

© 2015, Review of European Studies. All right reserved. The relevance of this study is due to new approaches to of primary education system, other criteria knowledge and competences assessment of primary school students in literary reading. School practice and the introduction of national educational standards at primary school dictate the need of study of Russian folk tales in the context of the dialogue of cultures at schools with native (non-Russian) language of the Republic of Tatarstan. The purpose of this article is to research and develop science-based methods of I Russian and Tatar folk tales studying based on the dialogue of two cultures. A leading method of this problem study is a pedagogical experiment (ascertainment, formation and control stages) as well as the method of expert estimations, statistical processing of the quantitative results of the study. The main results of the research are the formation of new method of studying of Russian and Tatar folk tales at elementary school based on the dialogue of two cultures. The suggested methodical system of learning of Russian and Tatar folk fairy tales, household tales and tales about animals domestic, is effective, provides a deep knowledge of the younger students, the ability to analyze and compare Russian and Tatar folk tales on the subject, the ideological content of artistic features. The article can be useful for teachers of higher educational institutions and primary school teachers in the application of this technique to the study of Russian and Tatar folk tales in the context of dialogue of cultures.

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Keywords

Dialogue of cultures, Fairy tale, Fairy tale about animals, Folk tale, Household tale, Literary reading, Methods